



Family-School Partnership Policy

ST. GEORGE'S CATHOLIC PRIMARY VOLUNTARY ACADEMY



*'We are learning and growing together as God's family.
We will always do our best to love and respect each other as we prepare for our
future.'*

Policy Date: January 2022

Next Review Date: January 2024

"It is worthwhile to live as a family that a society grows strong, grows in goodness, grows in beauty and truly grows if it is built on the foundation of the family." Pope Francis

Terminology

For the purposes of this policy the term 'parent' is used to indicate any adult who plays a significant role in a child's life (such as birth or adoptive parent, foster carer or other significant adult who acts in loco-parentis beyond the school setting).

The term 'family' refers to those who share responsibility for the wellbeing of the child.

1. Rationale

1.1. Parents are the child's first Educator. Research shows that at primary level schooling the 'impact of parental engagement on pupil achievement is much bigger than the impact schools have' (GTC, Research for Teachers, Parental Involvement). At St George's Primary School all parents and carers are equally valued as part of our Catholic school and parish community. Children benefit and their learning is improved when we work in partnership with their parents and wider family. We therefore believe in close cooperation with all families, and in regular consultation between home and school.

2. Aims

2.1. At St George's Catholic Primary School we encourage and support parents and families to be involved in the life of the school and their child's development.

3. Objectives

3.1. Theme 1: Fostering effective family-school partnerships

3.1.1. Ethos

- Everyone in school values building trusting relationships with parents
- Everyone in school believes that pupils will achieve more when we work closely with families and communities
- Everyone in school makes an effort to understand the individual needs of families and the school community
- Our school makes a special effort to encourage parents that find it difficult to engage in school life
- Our school has regular opportunities for parents to attend celebration events, and for children to share their learning with their parents and families (e.g. – at parents' evenings and 'drop in' sessions following class assemblies)

- Our school has a strong PSA which holds regular community and fundraising events which bring people together.

3.1.2. Environment

- Our school environment is welcoming, clean, easy to navigate, and engaging for parents
- Parents know how to gain access to our school

3.1.3. Policies

- Parents know that key policies are available to view on our school website and that hard copies of all policies can be made by request to the school office.
- Parent Governors are responsible for ensuring that parents views are fed into school policies through FGB and Governors Committees.

3.1.4. Staff & Leaders

- The Headteacher and Deputy Headteacher are visible and available to parents by appointment through the school office and at weekly Headteacher's Surgery on Friday 2.45-3.30pm
- All staff feel confident to build relationships with parents
- Our school Learning Mentor is dedicated to working with children and families to enhance their well- being
- Our named Governor with responsibility for parental engagement is Camilla Bath
- Our school provides opportunities for families and children to learn together e.g. Phonics sessions in Reception classes.

3.2. Theme 2: Communicating & consulting effectively

3.2.1. Newsletters & website

- Our school newsletter is produced fortnightly and is distributed by e mail to all parents. Where hard copies are requested, if parents do not have access to an e copy, these are provided to parents.
- A timetable of termly events is made available through SchoolPing Calendar to parents and the newsletter has diary dates each fortnight.
- Our school website is easy to navigate and contains key information for parents and is updated regularly
- Our school provides parents with clear information on school policies.

3.2.2. Processes for contacting staff

- Senior Leaders and teachers communicate frequently with parents using a variety of means (letters, email, newsletters, in-person, through the child's reading record, by telephone and text).
- Clear information is provided to parents so they know how to reach teachers directly and know how to make an appointment with the class teacher
- Clear information is provided to parents so they know how to make appointments with the headteacher or other senior leaders
- There are clear processes for parents to voice concerns or complaints and parents receive prompt response.

3.2.3. Progress & Performance

- Our school shares School Development Priorities with parents through the school Newsletter.
- Our school provides parents with pupil and school performance data and support to understand it if requested

- Home school agreements between the school and each parent clarify expectations for how everyone will support pupils progress and adhere to school procedures
- Our school encourages parents to let them know how events in the home may affect their child in school
- Our school encourages parents to let new teachers know each September how events at home may affect their child at school.
- Opportunities for parents evenings are held 3 times a year with follow-ups as needed at times when parents can attend
- Our school encourages a consistent approach to behaviour

3.2.4. CPD

- Our school provides staff development on building positive relationships with parents

3.2.5. Parent voice

- Our school conducts a bi-annual parent survey, the results of which are shared with all stakeholders including agreed actions
- Our school has a class parent rep system and a proactive PSA (Parent Staff Association)

3.2.6. Tailoring approaches

- Where parental responsibility is shared all communication is sent to both parents on request.

3.3. Theme 3: Enabling parental engagement in learning

3.3.1. Attitudes & Impact

- Our school believes that all of our parents have the capacity to support their children's learning
- Our school lets parents know how important they are to their child's learning

3.3.2. Curriculum assessment and progress

- All parents are given information each term on the content of the curriculum
- All parents are given an annual report with information on their child's progress and targets for next steps in learning.

3.3.3. Home learning

- All parents are given information weekly on home Learning / homework expectations
- Creative art projects are sometimes given by some year groups for children to work on at home and these may be displayed in school.
- Parents have access to the homework policy and expectations through the school website.

3.3.4. Workshops

- There are opportunities for parents to engage in workshops and activities which help them to practice the skills needed to support learning and development at home

3.4. Theme 4: Empowering parents and carers to develop their own skills

3.4.1. Ethos

- Our school believes that building parents knowledge and skills is important to supporting children's achievement

3.4.2. Adult learning

- Our school offers support and signposts opportunities for parents to develop their knowledge and skills based on their needs (e.g. ESOL, Parenting Skills)

3.4.3. Volunteer opportunities

- There are regular opportunities for parents to volunteer in school such as:
 - o Parents volunteer to improve the school environment
 - o Parents can help in the classroom
 - o Parents accompany classes on trips
 - o Parents share their skills, knowledge and talents by talking to classes or running activities
- Our school has systems for ensuring all that parent volunteers are confident and clear in the role through induction with the Deputy Headteacher and our Volunteer Handbook.

3.4.4. Parent Staff Association (PSA)

- Our school has a parent staff association which is accessible and actively recruits new members and welcomes new families

3.5. Theme 5: Supporting successful transitions

3.5.1. Entry to school

- Our school provides opportunities for parents to come into school both before and after children have been offered a place
- Home visits are carried out to all children at point of entry to the reception or nursery
- Our school provides information at induction events for parents to support their child's transition into school
- Our school provides additional support for those families with children entering the school outside standard admission times
- The Headteacher meets parents who make an application for those children entering school outside standard admission times.
- Our school provides additional support for those families with children entering the school who are new to the British education system
- Our school offers more sustained support where needed for those children who find entry to school challenging.

3.5.2. Within school

- Our school provides opportunities for parents to share information about their child early in the academic year at a parents evening in the first half term.

3.5.3. Leaving school

4. Our school provides advice and information session for parents whose children are transferring to High School.

Those who need additional support and assistance are offered this where relevant, with their chosen high school.

5. Evidence of impact

5.1. The school monitors the impact of all of its parental engagement activities in the following ways:

- There are processes for recording attendance at parents' evenings and other events.
- Our school uses evaluation questionnaires to measure the impact of parent workshop.
- During LA EYFS moderation, feedback from parents is monitored.
- Parental engagement in reading records is monitored.
- The school welcomes parental feedback in the slips provided in their child's annual report.
- Our school monitors the impact of parental engagement with homework.
- SEN pupil review meetings – parents views are recorded and they contribute to targets set for their child.

6. Review

6.1. This policy will be reviewed in January 2024